DOCUMENT RESUME

ED 163 890 IR 005 234

AUTHOR	Vogel, Brenda
TITLE	Inmate Informational Needs Survey. Final Report.
INSTITUTION	Maryland State Dept. of Public Safety and Correctional Services, Baltimore.
SPONS AGENCY	Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE	Feb 76
NOTE	74p.
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Data Analysis; Data Collection; Information Dissemination; *Information Needs; *Information Sources; Institution Libraries; *Needs Assessment; *Prisoners; Questionnaires; Surveys; Tables (Data)

ABSTRACT

A survey was conducted to identify the information needs of a five percent sample of men and women incarcerated in seven Maryland State Correctional Facilities for use in planning relevant library services to this population. Findings indicated a lack of basic information concerning rules for correct institutional behavior, with one third of the sample indicating that materials on rules were outdated, unintelligible, and inapplicable. While almost all inmates knew of the library, classes, classification counselors, and social workers, many found it difficult to communicate with staff regarding these information sources, and tremendous delays were reported on information requests and institutional feedback. Such delays led to more confusion, and less confidence, in staff and officials. Although access to libraries and classes is greater than to counselors and social workers, the former were criticized for not fulfilling information needs: the library lacked updated legal materials, law books, and academic reference materials. A strong desire was expressed for information concerning family services, including better communication linkages with families, information on available family service supports, and arranging for these services, as well as information, skills, and assistance with vocational planning and training. The questionnaire utilized for the survey and a tabulation of the responses are appended. (Author/MBR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163890

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT

INMATE INFORMATIONAL NEEDS SURVEY

BRENDA VOGEL
LIBRARY COORDINATOR
MARYLAND
DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES
DIVISION OF CORRECTION
6314 WINDSOR MILL ROAD
BALTIMORE, MD. 21207

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Brenda Vogel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

February, 1976

The research reported herein was made possible by a Title I Library Services and Construction Act, Project IV grant from the Maryland State Department of Education, Division of Library Development and Services, P. O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240.

IR005234

CONTENTS

	Page
Purpose	i
Preface	ii
Acknowledgements	iii
Inmate Informational Needs Survey	1
Appendix	25
A - Questionnaire	26
B - Tables	42
C - Data Summary	45

PURPOSE

To assess the actual informational needs of the inmates in Maryland State penal institutions in order to provide library services specifically designed for this disadvantaged population. Current library services cannot be properly evaluated, unless consideration is given to the needs peculiar to and expressed by this population. We have been providing service based on educated guesses as to the diversity and desires of this group. Quality library service to a high percentage of convicted offenders cannot be achieved without prior determination of the kind of service they need and want.

Since the majority of the population were never library users, have limited reading skills, and are unaware of the use of information resources, it is necessary to stimulate an interest and awareness of information service on an individual basis, in order for each person to honestly confront his/her problems and understand that pursuit of solutions can begin with input of new information.

PREFACE

The survey findings posit an archaic communication and information retrieval system that has created an information vacuum within each institution.

They suggest that it would be in the best interest of both the inmates and staff of each institution to have available a responsible, reliable, information retrieval and referral component.

They reinforce my belief that the library can and should be this component. We must change the present emphasis of our traditional library programs from school and public library branch material collections to new prison information centers that will collect, classify and disseminate information needed by the confined to survive within the institution and be prepared for re-entry to society.

Brenda Vogel
Library Coordinator
August, 1975

ACKNOWLEDGEMENTS

The survey design and research for the Inmate Informational Needs Survey was provided by Doris W. Hall and Roberta McConochie of The Center for Social Research and Action, Antioch College, Baltimore, Maryland.

Members of the interviewing team were: Neil Alperstein, Tonya Bundara, Kay Cooper, Suzanne Edison, William Hubbard, Tyrone Johnson, Nikki Jones, Ramon D. Lugo, Hakim S. Sayyid, Florence Schweitzer, Thomas Tyler and Matthew W. Wright.

The success of this project is due to the cooperation of the Division of Correction central and institution staff.

Many thanks to the inmates who willingly shared information with us in this attempt to better the quality of information services.

INMATE INFORMATIONAL NEEDS SURVEY

Background:

Correctional systems have tried, in the past, to protect society from criminals. In so doing, they have isolated offenders from receiving communications or contributing to the larger society. With increasing awareness of resocialization processes and the important role of communications inputs, skills, and feedback in these processes, some corrections systems are now willing to end the cultural isolation of inmates. Resocialization programs have attempted to improve the inmates' participation in communication processes through educational programs, self help groups, and through increased access to books, media, and other materials to improve inmates' abilities to seek and deal with new, diverse information inputs.

Since leading theoretical perspectives on the origins of criminal behavior focus on resocialization via communication as an intervention strategy, the aim of resocialization efforts in corrections should be to end the dependence of inmates for information on peers and correctional officers and to encourage learning of communication skills which the individual will need in order to re-enter society.

Three contending criminal behavior perspectives all point to difficulties in transmitting and receiving social messages as being among the multiple causes of deviance. One such perspective describes information deprivation as the cause of deviance. Deviant individuals are seen as isolated from the main stream of cultural information and this isolation is seen as leading to criminal behavior.[1]

A second perspective cites unintentional or misleading messages of the culture itself as providing models for deviance. The example of television and film as providing models of aggression is an illustration of this approach.[2] Both the first and second perspectives suggest a breakdown in the transmitting and receiving of cultural messages.

---

[1] Brim, C.C. Jr. and S.Wheeler, Socialization after Childhood, New York; John Wiley & Sons, Inc. 1966.

[2] e.g. Bandura, A. and R.H. Walters, Social Learning and Personality Development. New York; Holt, Rinehart & Winston, 1963.

A third position holds that an individual needs to participate in the culture through expressive communication. When the individual is thwarted in this expression, he or she may resort to deviant behavior as a means of expression.[1] Prison libraries and education programs have been central to recent resocialization approaches to corrections. Library services, which formerly focused on recreational and leisure reading, are now seen as important elements of correctional programs oriented towards re-education and development of alternative identities and skills. Library services are thus a tool to increase the inmates' access to diverse sources of information as well as to enhance their ability to use information resources.

It is evident that inmates have important information needs due to their isolation - needs which are perhaps more intense and perhaps qualitatively different from persons who are not in prison. However, the provision of information services to inmates has been based on the educated guesses of librarians, teachers and clerks, who reason from their own experience as to what might be appropriate and useful for inmates. Little research is available to guide in the selection of library materials or the planning of programs for inmates. And the problem has been intensified by the expansion of diverse inmate programs which draw upon the library as a resource, programs ranging from vocational to college degree courses.

Extant research on library services for inmates has focused on evaluating what already exists.[2] Inmates and staffs of correctional facilities have been asked what they thought of the present library services and how such services might be improved. For the most part, the past research has taken present library service as a "given". Any objections or criticisms have been raised

---

[1] e.g. Levine, R. Culture, Behavior and Personality. Chicago; Aldine, 1974.

[2] see LeDonne, M., Survey of Library and Information Problems in Correctional Institutions. (U.S.Department of Health,Education and Welfare) for an excellent review of this literature.

in opposition to present services -- a reactive rather than a creative approach..

The present project utilized a different approach. We began with the research question: What are the information needs of inmates? (as opposed to the research question of how inmates felt about present information services). The research strategy employed was to discover information needs through interviews with a probability sample of inmates from the Maryland State Division of Correction System. From their responses, one can begin to deduce the appropriateness of present information services as well as the development and redesigning of those services to meet the special needs of inmates.

The challenge of the research problem lies in our willingness to redefine our methods in accord with the library and informational needs of individuals in programs that are intended to be "correctional".

The Research Approach:

The aim of the present research, then, is to describe the information needs of inmates in the State Correction System in Maryland.

The population of inmates in Maryland is diverse, distributed in eight[1] types of institutions according to the general severity of offense of the inmates and the length of incarceration time they have to serve on their sentence. Since some of the concerns of the inmate are related to the stage they are in regarding sentencing, we need to describe the information needs of inmates in each institution as well as in the state system as a whole. We selected a sample of inmates from each institution that allows us to both generalize back to each institution and to the entire state system. Inmates within each institution were selected without bias to identity, nature of offense or other personal characteristics. Each inmate in the seven institu-

[1] Community Corrections' population was not included in the survey since they have access to public library facilities.

tions had an equal probability of being selected into the total sample.[1]

The Interview:

Our aim, to describe the information needs of inmates, implies an indirect rather than a direct approach. We did not begin by simply saying to a person: "What are your information needs?". This question is a rather abstract one and almost guaranteed to produce stereotypes and cliches if anything at all. Our approach was to establish a common ground of reference with our respondents - in terms of their own experience: that is we began the task of developing definitions of information and information needs by asking a series of questions about their day to day experience with and use of various information sources. We asked the inmates to compare these prison information sources - to their accessibility to information sources before being incarcerated. Thus, we first attempted to enable the inmate to define what he or she meant by information. Then, we asked "regardless of what seems to be available to you now, what do you need to know about; what are your present information needs?". Because the data collection methodology was an interactive process - one which built upon the special knowledge of each individual, the data collection method was necessarily flexible and shaped to each particular respondent. However, in order to summarize our research results we needed some comparability between respondents, some issues on which we could secure agreement on definition - and asked of each respondent in more or less the same way. Therefore, as the interview progressed, open ended interview questions were increasingly followed up by disciplined focus on a core set of questions that were consistently administered.

[1]The sample can technically be described as a stratified random sample. Inmates were randomly selected within each institution (strata) in proportion to the number of inmates in that institution. (See Likish).

For the above reasons, a personal one-to-one interview utilizing an interview schedule that allowed each respondent to develop his or her point of view within a structure of focus concerning information needs was deemed most appropriate.[1]

The interview was developed and pretested by a group of researchers familiar with correctional systems from both an inside and outside perspective. The group included ex-offenders, correctional staff and library personnel. The schedule was pretested on non-offenders, ex-offenders and inmates of a local jail.

A staff of eleven (11) interviewers was trained in several ways. The interviewers participated in the construction and pretesting of the questionnaire. They developed the wording of the questions -- a procedure which assured their understanding of the meaning and intent of each question and which thus gave them flexibility in the interview situation to individualize through the use of appropriate, non-leading probes, explanations and rephrasings. Role playing and group discussions of the pretest items were used to change awkward questions and question sequences and to sharpen interviewer skills.

Data Collection Procedures:

The interviewers went in groups of three to five to each correctional institution. By prior arrangement, they were met by prison officials who escorted them to a designated area where they were able to sit, with correctional officers nearby, but not within hearing distance, and quietly converse with each inmate. We assured inmates of confidentiality and we meant this assurance. Our interviewers did not know the names of the inmates they were interviewing and these names were never identified with a particular interview.

[1]The interview schedule as administred is in Appendix A.

6. INMATE INFORMATIONAL NEEDS SURVEY

After drawing the sample using random selection procedures, we gave the entire list to prison officials. The officials at each institution sent the inmates to the interviewers - but did not tell the interviewer which inmate they were sending. We asked the prison officials to indicate on our list which inmates were seen and which were unavailable so that we could calculate the response rate, but there is no way a particular interview can be traced back to the inmate who talked with our interviewers.

The interviewers first explained the purpose of the study and assured the inmates of confidentiality and asked inmates whether they wished to participate in the interview and the research project. Only a very small number of inmates declined to participate. We did, however, have some randomly selected inmates who prison officials declined to allow to participate in the research project for a variety of reasons. We were not able to see inmates who were in segregated situations, in the hospital, unavailable because of the conflicting hours of their prison jobs, and a number of others who for unexplained reasons did not show up in our sample but who were on our original list. Thus, our sample excludes inmates who were currently in segregation and others isolated from all but minimal information inputs. Our results, therefore, may be if anything, somewhat less critical than the actual information needs of the entire prison population. So, if we see what appear to be strong needs for information expressed, we can, because of the conservative nature of our sample, have a good deal of confidence in the actual existence of these needs.

The obtained sample is about five percent (5%) of the total population in the Maryland State Correctional System. The number of persons in our sample, according to institution, is as follows:

Maryland Reception Diagnostic Classification Center	Maryland Penitentiary	Maryland Correctional Institution-Hagerstown	Maryland Correctional Training Center-Hagerstown	Maryland House of Correction (cont'd)
41	50	51	56	34

Maryland Correctional Camp Center	Maryland Correctional Institution for Women	Total
38	30	300

Table I contrasts the age distribution in our sample with that in the population.

TABLE I

	15-20	21-25	26-30	31-35	36-40	41-45	46-50	50+	
Prison Population	17%	35%	21%	11%	6%	4%	2%	4%	100%
Research Sample	20%	38%	19%	13%	6%	1%	1%	2%	100%

Comparison of our sample and the prison population show only slight (non-significant) differences in terms of race and age. Because of the selection procedures and the closeness of the sample characteristics to those of the prison system as a whole, we feel that the sample closely portrays the information needs of the prison population, although as stated above, it may underestimate the severity of those needs. Had inmates in segregation and others not allowed to participate in the survey been represented, even greater information needs may have been expressed.

Data Analysis Strategies:

Interviewers recorded more or less verbatim answers of the inmates to the research questions in the interview. Thus, a wealth of information was collected. To organize this information, interviewers and the research staff developed a coding scheme out of the data itself. Code categories were not forced upon the data, but were developed out of the data to account for it in the most appropriate way.

8. INMATE INFORMATIONAL NEEDS SURVEY

For the most part, coders agreed in their judgment on assigning responses to categories. The overall intercoder reliability was at the acceptable level of 85% when all questions are considered. We will use statistics to describe only those items where the level of agreement was 85% or better and omit the frequency and percentage distributions of items where agreement was low, choosing instead representative direct quotes of the inmates to portray what was said.

Each of the seven institutions has its own administration and its own particular information networks, resources and channels. Therefore, trends of inmate information needs that are consistent for all institutions will be seen as strong universal needs - at least in the Maryland State Correction System. Those needs that emerge in particular institutions will be seen as arising in some way because of the particular inmate population, administration and service delivery organization or because of combinations of these and other characteristics.

Findings:

The Prison as an Information System: To subsist, to thrive in any system, one needs to know about that system, to develop information sources, to get feedback from that system and to provide feedback to it.

Inmates in the Maryland State Correction System have quite developed and differentiated sources of information. They have, however, tremendous needs for information concerning a number of areas crucial to them and to the prison and larger society which, according to the inmates, are not being met efficiently -- if at all.

One-third of our sample state that they did not receive a copy of the correction system handbook; the book which describes to them, in writing, appropriate modes of inmate behavior, rules and regulations of the institution and the resources of the prison system. This booklet also explains who to go to

for further information and special needs. A number of others report that they did not or could not read the handbook. These inmates report that their sources of information are fellow inmates and their own personal coping resources. This situation seemed especially acute at the Maryland Reception Diagnostic Classification Center (MRDCC) where a number of respondents seemed truly at a loss as to what was expected of them, what they might expect from the prison situation, and what information resources were available.

Among the majority of inmates who did receive a copy of the Maryland Division of Correction: "A General Information and Guidance Manual for Inmates", there was almost unanimous agreement as to its inconsistency and outdated content. Most inmates felt that the handbook information was either not reliable or inconsistently applied.

Twenty-five percent (25%) of our sample said they went to classification counselors and correctional officers for information about rules and available resources. But many others felt that this information was not reliable and felt that information from this source was not readily available either. For example, one inmate expressed the frustration of not even being able to ask a question that for him was crucial:

> "I asked my Classification officer (sic) about a work release program here. He said to go to the officer on the tier. So I went to the officer on the tier. He says to go to the Classification officer (sic)."

Many inmates described instances of waiting days, weeks, or longer to see an officer, for, finally, no results at all. One inmate reported that "only the 'new inmates' go to the officers or to the counselors or the social workers. 'Older inmates' know they won't get any information there."

Most inmates do report having received the manual and do report utilizing officials for finding out what and where things are happening in the prison.

They use these sources, but report they are slow and unreliable, and that they need to be heavily supplemented by their own experience. Inmates thus report being thrown back, because of inadequate institutional information sources, onto their own personal resources and on those of other inmates.

More than twenty-five percent (25%) of the sample mentioned only other inmates as important sources of information on prison rules, administrative policies, and general news of daily occurrences. This group, heavily comprised of persons who say they have not received the manual, may run a high risk of breaking the prison rules, since they may not know what they are. Persons in this group thus may become deviant in the correctional system, becoming further deprived from the resources that might be available to them.

News of institutional rules is also available in prison publications such as newsletters. About fifty percent (50%) of the sample said they had heard of a newsletter in their institution. Twenty percent (20%) of the sample thought that these newsletters might furnish news of institutional matters, but a larger percentage, thirty percent (30%) expressed criticism of the newsletters, mainly that they were published for and by administrators and would always be censored in respect to inmate participation.

The pattern described above is that the majority of the inmates are aware of internal institutional sources concerning rules of conduct and institutional resources. But, they find they cannot rely on such sources: they are unreliable, slow, unresponsive, or from a perspective other than the inmates. Thus, inmates turn to primary reliance on informal sources, their own experiences, other inmates, and as discussed below, their families -- and turn to "official" correctional channels only as secondary sources (see Tables 2, 3, Appendix B).

This linkage is affected by two important factors: the location of the inmate's institution relative to the family home location; and, the particular rules of behavior in the institution in respect to the media of family communication -- mail, phone calls and visits. It appears that inmates who are incarcerated a distance from their home towns usually must rely less on visits, more on the mail, and express greater dissatisfaction with their ability to maintain this contact. Inmates in the camps (Maryland Correctional Camp System), many of whom were on pre-release placements, had privileges of frequent phone calls and of weekend passes to leave the institution. They report fewer communication difficulties than persons in the other institutions maintaining ties with their families.

The Role of the Library and Library Information Needs:

The inmates' reliance on fragmented and often inadequate sources of information points to the potential of the prison library as an important supplement to both outside and inside information sources. The inmates appear to recognize this potential but most are aware of the shortcomings as well as the possibilities of prison libraries. Only four percent (4%) of our sample did not know or were not aware of the presence of the libraries in their institutions. And, the reported usage of the libraries was high; more than sixty percent (60%) of the inmates in our research sample reported that they had been to the prison library at least once during the past month (see Table I, Appendix B).

Thirty percent (30%) of the inmates report going to the library at least once a month, and fifteen (15%) report going more than fifteen (15) times monthly, probably higher than the library utilization rate for the population outside of prisons. These attendance rates indicate the reliance on and potential importance of the library as a resource for the inmates (Table I summarizes

library use). Use rates of the library vary from institution to institution. Persons in the Maryland Penitentiary appear to have the largest proportion of heavy users of the library, the next highest user groups being at the Maryland Correctional Training Center at Hagerstown. There appear to be low numbers of regular or heavy library users at the Reception Diagnostic Classification Center, where inmates are in transition -- awaiting assignment to other institutions, and, in the Camp Center, where again inmates are in transition -- on their way out of the prison system. Given the relative stability of the Maryland Correctional Institution at Hagerstown and the Maryland House of Correction in Jessup, there appear to be low numbers of regular users.

Patterns of use may reflect accessibility of the library to the inmates as well as inmates' motivation to use the system. Many inmates reported that the library was open to them only on certain days of the week and at certain restricted hours. More than half of our sample mentioned time limits on their ability to use the library. The library, for many of the inmates who hold jobs within the prison system or who may be attending a variety of classes, is frequently not open at the times when they need its services.

Inmates report: "the library is closed too much"; "shop time conflicts with library time"; that the "library is closed a lot" and that "there is often an inconsistent schedule".

According to one inmate - "The rules for the use of the library are totally arbitrary. It's on the whim of the guards. If you <u>can</u> get there, you <u>may</u> only have two minutes." Many inmates report that they can go to the library only during class breaks or that they have only "brief time" to stop while on the way to other activities. Some inmates mentioned that there were restrictions on who could use the library but most reported only the short visiting times and the limited number of hours that the library was open as serious impediments to library use. Several inmates did bitterly

complain that at their institution you had to be a student (and students comprised less than half of the inmates) before you could use the library.

When inmates do get to the library, they use a variety of materials which they find there -- and also seek a variety of materials that they do not or cannot find. When asked what kinds of materials they did use, almost twenty percent (20%) of all inmates using the library reported using materials of a general academic nature. Sixteen percent (16%) of the inmates said they read current fiction and other literary works. Inmates also reported using a variety of printed materials ranging from magazines to poetry to ethnic related materials to legal materials (which will be dealt with more extensively in a section below).

Many inmates reported dissatisfaction with what materials were available in the library. Said one inmate, "I expected a library. But it was a fiction-only selection." Other inmates commented on the irrelevance of the collection in their institution. One inmate commented that, "Thirty percent of the inmates are law students. Forty percent want black literature. There are two useful current law books here. All the others are outdated." Two-thirds (2/3) of the inmates who had used the library reported looking for materials that they could not find. Of those persons who did look for materials that were not available, the largest proportion, twenty-five percent (25%), looked for up-to-date law books or other legal materials. Another large group looked for and could not find academic readings -- including psychology, sociology, basic skills materials and political science. Other frequently missed materials were black and other ethnic cultural materials and poetry and literature (Gibran's PROPHET was a popular request). Another problem, cited by several inmates, was that there was frequently no one available to help them find and use the material. This was especially true in regard to law books.

Inmates, then, do have complaints about the lack of material in libraries - the lack of up-to-date law books and legal references, and also books for academic reference and more serious literature are most often mentioned. They have a variety of suggestions for new materials, ranging from law books to books on sports and hobbies, to "books on respiratory therapy" to works by Aristotle, Victor Hugo and Kahlil Gibran.

Inmates, also use other sources than the library to provide what can be regarded as library services. Many inmates have their own collection of reading materials. Several reported with pride that their legal "libraries" were more up-to-date and complete than the prison library. Forty percent (40%) of the inmates say that they go to fellow inmates to get books and other reading materials. And, many inmates have their own subscriptions to magazines or order reading materials directly from publishers or suppliers. Reading materials, most often current fiction, are also sometimes available from bookmobiles supplied by county public libraries. Sixteen percent (16%) of our sample say they use these bookmobiles and that these are an important source of reading material for them.

Other Institutional Information Sources:

The library is among several possibilities for information resources about the "outside" world for inmates. Another link for maintaining and developing communications with the larger community is the educational program. More than one-half (1/2) of the inmates, in our sample report, have participated in one or more classes in the prison system including GED (High School Equivalency) classes, technical courses and training programs, and college classes. As one inmate said, "Education is important. You need to improve yourself. Without an education a man is lost. He can't function on the outside." Even inmates who have not been enrolled in the classes recognized their potential importance,

as they recognized the potential utility of library services. These inmates draw heavily upon the library to help fulfill their educationally developed needs for information about themselves and the outside world. They use the library to supplement their classes and class materials and often mentioned the library in conjunction with their classes,i.e. the materials and books that they look for and cannot find are frequently those in academic areas.

Other inmates however felt they had information needs which were not being met by the educational system. "The education programs here are not relevant to what's going to happen to me when I get out", was the view of one inmate -- a view which seemed representative of many of the inmates. For some inmates, "the classes are too elementary", for others they are too abstract or too irrelevant or too hard. For a large number of inmates the educational programs were just not available. They had come to the institution in the middle of a course and were not allowed to enter or they were scheduled to leave or transfer and were not allowed to enter because they wouldn't have time to complete the program.

For these inmates and for the self-taught inmates who have learned to read under their own tutelage, for the "jailhouse lawyers", and those with self-taught specializations, the library plays a large role as a major source of information.[1]

Social Workers:

When we asked inmates about social workers as a source of information, we were surprised at how few inmates saw this group as information resources or linkages. Two-thirds (2/3) of the sample have seen a social worker since they

[1]These self-taught experiences are an important aspect of the inmates' information resources. The inmates able to provide special information are justly proud of their skills, which required painstaking effort to acquire. Other inmates recognize these self-taught persons as important resources and, when asked about their sources of information, many inmates mentioned that they go to these self-taught inmates.

have been in jail. Another third report that they have not seen or used the services of a social worker. Many of the inmates who have seen a social worker were skeptical of the information which was provided. Half of the inmates said that their social workers did not help them and reported that they were poor sources of information about what was going on in the prison and about what was happening on the outside, of their families, etc. A number of these inmates complained that the social workers and classification counselors tried to do the same job and one commented that the "social workers give undependable help on classification matters". Others, however did mention that a social worker had helped with their cases -- getting out, getting a transfer or helping with parole. A small number of inmates, only six percent (6%) mentioned that the social workers had helped with their families and this was only after we asked the question directly. They almost never spontaneously mentioned the social worker as a source of information about their families and about the outside world or mentioned them as helpful in getting information in or out of the prison in an emergency. We were somewhat surprised by these findings because we had anticipated that the social worker was a link between the inmate and outside society. This was certainly not one of the roles perceived by the overwhelming majority of the inmates. Social workers were perceived by some as providing helpful information and assistance on within prison programs, such as classes and transfers but they were seldom perceived as linkages to the outside world.

Information Needs Concerning Legal Status and Cases:

All of the inmates we spoke to expressed interest in their cases at one time or another - either in terms of getting out, appeals, interest in media information about crime legislation, prisoners' rights, or parole and transfer. Twenty-five percent (25%) of our respondents said that the most important information they needed to get from the outside was legal information. Many did

not know their court dates until someone showed up to take them to court. Others were concerned about appeal procedures and the criterion on which they were being judged for parole. The fact that so many inmates turn to those outside the prison system to furnish this information would seem to indicate that they have a need for more information about their own status as inmates - an indication substantiated by our data.

Many inmates knew only the basic knowledge of their case, their original sentence. Only half (½) of the inmates report that they have seen a lawyer since they have been incarcerated. After conviction, lawyers apparently aren't often available for further help or for explaining the trial and conviction to the inmate. Many of the inmates interviewed had public defenders or court appointed lawyers who did not answer correspondence concerning the case or appeal. It is not really surprising then that many of the inmates expressed a need for information about their trial and seemed genuinely perplexed over the whys of their case or the severity of their sentence. Inmates in the Reception Center where inmates are entering the system, were especially not likely to have seen any legal counselor. A much larger proportion of inmates, eighty-eight percent (88%) in the Maryland Penitentiary, report having seen a lawyer or legal counselor since they have been incarcerated. Inmates in the Maryland House of Correction in Jessup, a center not quite so accessible to the legal help available in Baltimore, do not report having seen legal counsel nearly so frequently.

What kinds of information did inmates receive from their lawyers or from legal aide counselors? Over one-third (1/3) of the inmates, including those who had seen lawyers, reported that they "haven't gotten much that was helpful", or reported they felt their lawyers were not doing their jobs and were not providing helpful services. About the same number, thirty-three percent (33%) of our sample, stated that they did not receive information and legal services and assistance from their lawyers concerning their appeals, the law in general, parole and sentencing.

INMATE INFORMATIONAL NEEDS SURVEY

A surprising number of inmates are unable to say when they expect to be released from prison, or how long their sentences really are. Fourteen percent (14%) of the inmates in the research sample did not know when they expected to get out and twelve percent (12%) did not know how much more time they had to serve. One inmate reported "the public defender has the file on my case. He was fired and now nobody knows anything about it." One of the inmates we spoke to was classified for outside clearance in January: "I didn't find out until March." He was still awaiting processing when we spoke to him in April.

A substantial number of inmates (70 of the 300) felt the need for more information explaining their cases, the whats and whys of their cases. Inmates indicated the need to know court dates (almost ten percent (10%) needed to know this basic); and information concerning parole and appeal (twenty percent (20%)) and release dates. About a third of the research sample reported having attempted and failed to find out things about their case. Inmates mentioned attempting to learn about their cases, trying to find out about parole, release dates, and trying to find out on what basis they were being judged for parole.

A third of the inmates, when asked directly what they needed to know about - what were their information needs? - mentioned their prison status and their legal status as most important. Other things spontaneously mentioned and described by the inmates when we asked this question were: questions about parole board policies, crime legislation, information about new laws relevant to their cases, court decisions affecting prison conditions and prisoner rights and better legal materials.

Thus, information about their legal status is one of the pervasive interests of the inmates. It permeates their spontaneous comments and their interest in education, media, self-help, peer relations and the library. The materials most often looked for in the prison libraries, and not found, were legal materials - writings relevant to the legal status of the offender, his or her offense, possibilities concerning appeal, relevant laws, etc.

Over one-third of the inmates who sought legal reference materials in the prison libraries said they could not find the information they were seeking. If they wish to know something about the law, usually as it applied to their own case, and are among the fifty percent (50%) of the inmates who have not seen a lawyer - they are almost totally dependent on other inmates.

Communications with Family:

By far the most important information need expressed by the inmates in our sample was to stay in contact with their families and close friends - and to help provide services and help for them. This need surpassed even the important needs for legal information and for information and training about jobs - although obviously all three are closely related. In response to a forced choice item, - about the most important information need, - twenty-five percent (25%) of the inmates said that their most important need was for information to help their families.

Particularly important for the inmates were helping to obtain social services that were relevant to the inmate's family. These range from simple requests - how a person might send his wife flowers - to how to keep his mortgage from being foreclosed - while his wife, who was hospitalized, was unable to do anything about it. Others had children who were "getting into trouble". Often, inmates cited difficulty in receiving and sending messages to and from their families - many times this was important information. "My brother died. But they didn't pass it on until after the funeral."

Most inmates rely on mail, visits and phone calls to communicate with their families. All but a few inmates mentioned these as the way they go about staying in touch with the outside. About twenty-seven percent (27%) of the inmates felt that it was fairly difficult to communicate with persons on the outside in any way. There were some slight differences between institutions in this respect. More than fifty percent (50%) of the persons in the Reception Center and in the Maryland House of Correction felt it was difficult to communicate

with the outside. At the Maryland Correctional Camp Center only ten percent (10%) felt it was difficult to communicate and at the Women's Institution at Jessup only eighteen percent (18%) mentioned difficulty in staying in contact with their families. About twenty percent (20%) of the inmates mentioned particular instances of difficulty in getting information from the outside - with again trends towards greater difficulties in the Maryland House of Correction. Among the difficulties mentioned at all the institutions were the unavailability of any person to pass on a message, delays in the processing and delivery of mail (often months), and mix-ups in announcing that an inmate had a visitor.

Only five percent (5%) of the inmates mentioned that they got helpful information from social workers relevant to family problems. Inmates appear to depend heavily on mail, phone and visits to maintain contact with their families and to assist them. When asked what they would do if their family had a problem, the majority of inmates said they would call or write their families, or that they would go directly, or as directly as they could through phone calls to persons on the outside. (See Table II). If there are persons whose function it is to intervene to assist the inmates in family and other matters, very few inmates are aware of them and even fewer depend upon them.

There thus appears to be a gap for many inmates between their families and the social services that are provided these types of problems. As one inmate put it after talking about the difficulties of maintaining contact with his family, "It seems like there should be things available to help. Everything is available, doing something about it is difficult."

In the camp system, it was easier for inmates to make telephone calls to the outside. They expressed less concern about being able to help and give advice if their families had difficulties. In other institutions the restricted access to telephones limited the inmates' ability to respond

quickly to urgent family needs. Inmates who communicated with their families by mail reported incidents where mail was delayed several months. Rules on what is permissible in the substantive content of the letters and in enclosures are, from the inmates' point of view, unclear. Inmates report that they have not received mail - and what they do receive is so inconsistent that they are at a loss as to what is permissible in enclosures.

Jobs and the Future:

Need for information relating to jobs on the outside - vocational training, finding a job, information about what is available and the skills necessary are almost as important to the inmates as communication with their families.

Information about important sources of future training, educational and social services, and veterans benefits are apparently not readily available for some of the inmates. Many of the inmates, whom one would expect would be eligible for GI benefits since they were veterans of the VietNam war, are apparently unaware of educational benefits and veteran support possibilities.

Inmates see the need for jobs so that they will be able to "make it on the outside" and they feel that having a job waiting for them is an important criterion in whether they get early or late parole.

Summary of Findings:

Inmates expressed urgent need to know what was expected of them by the prison - and what they could expect of the penal system. For some inmates there was a lack of basic information concerning the rules for correct behavior in the institution. Fully a third of the sample had received a Division Manual and the majority of our sample criticized what was in the materials they had received as outdated, unintelligible, inapplicable. Behaving according to prison rules is crucially important for coping on a day-to-day basis. If an inmate gets started on the wrong foot with respect to the basic rules he or she

may find it difficult to cope with the prison system for the rest of their sentence. Failure to understand the rules can have important formative effects on a person's socialization and labelling in the prison system. Many inmates however did not receive - or at least - were not aware of having received these rules at all.

Inmates were aware of many resource possibilities within the prison system. Almost all of the inmates knew of the libraries existence, knew that there were classes, classification counselors and social workers. Many, however, found it difficult to communicate with prison staff and officials. Several inmates reported tremendous delays on a variety of information requests and on institutional feedback. Such delays mean more confusion, less confidence, and more potential "errors" of behavior on the part of inmates.

There appears to be greater access to the libraries and to the classes than to the counselors and social workers. Half of the inmates have participated in classes and eighty percent (80%) report that they have been to the library. The library and the classes were criticized by many as not providing the information desired by the inmate. Chief among library materials desired were up-to-date law books and legal materials. Inmates also wanted greater access to the library in terms of hours appropriate to their work schedules. Other library services that were desired by inmates were academic reference materials to supplement their course work.

Information concerning family services, including better communication linkages with families and information on available family service supports and information on how to arrange for these services was strongly desired. Services in the area of the family economic situation were also mentioned.

Finally, a strong need for information, skills and assistance with vocational planning and training was expressed.

Conclusions:

We began this study with a desire to see how inmates perceived correctional library services, but also with the realization that these services had to be viewed in the context of the full informational needs of inmates. Starting with the full range of needs was viewed as the method for designing an appropriate information service system.

In the open-ended interviews, inmates mentioned over and over again a number of concerns and areas where they operated more or less in the dark and needed to be better informed; needed sources to help them cope with their unique and diverse problems. Many inmates were interested in self-help and educational programs; most were vitally interested in the law -- both in their own cases (about which many were appallingly uninformed) and in the law in general. A number were having problems finding out about jobs and training opportunities. Almost all were concerned that they not lose contact with and the ability to help their families.

The expressed needs of inmates imply a wide range of needed improvements in services. They suggest new roles and revisions in old roles in the service personnel in correctional systems. And, they have important implications for libraries in prisons - as they play a part in the correctional system.

The needs of inmates described above could suggest a number of ways that libraries can expand their services beyond the casual reading collection level and even beyond the increases in accessibility that many inmates desired. Special displays and topical bibliographies, and a greater depth and breadth of collections is necessary for the inmates to become informed about their interests - to be informed enough so that they will be in a position to adequately cope with their needs. Special files on job opportunities, community resources, GI benefits, family services are suggested. The development of multi-media approaches to these issues incorporating the inmates' orientation

to the visual as well as the print oriented media is a promising possibility. These are only a few of the services that might be explored.

The incorporation of inmates into these efforts to insure involvement and relevancy is necessary. And, a continued monitoring of the inmates information needs and their utilization of present services is necessary to efficiently utilize scarce resources.

APPENDIX

A - QUESTIONNAIRE

B - TABLES

C - DATA SUMMARY

A P P E N D I X A - QUESTIONNAIRE

MARYLAND DIVISION OF CORRECTION -- APRIL 1, 1975

INFORMATIONAL NEEDS SURVEY

The Library Coordinator has received a Grant from the Maryland State Department of Education to survey what you need to know so that we can plan and design better institutional libraries for the future.

A team of interviewers will be at your institution in the near future. If you are asked to take part in this interview, your name will not be made known to the interviewer and your answers to the questions will not have your name on them.

Your cooperation in answering the questions will be greatly appreciated. Since this is the first survey of this kind ever tried in the United States, the results will be very important to everyone involved in Education and Library Programming.

Sincerely,

Brenda Vogel

Brenda Vogel
Library Coordinator

BV/shl

1. Location_____
2. Interviewer_____
3. Date_____
4. Time_____

I'd like to talk to you about a research project we're doing about what inmates need to know.

Did you get a letter explaining the project? (show letter)

We're talking to inmates to try to make it easier for you to get the information that you need to know on a day to day basis -- to make a better fit between your needs and the information available to you.

People in the library office at the Division of Correction Headquarters and in the State Department of Education were interested in the kinds of things inmates need to know about. So they got a grant to do this project.

Only the researchers writing the report will ever see these interviews. And no one will ever know it was you who gave these answers. You don't even need to tell me your name. I gave the officer a list of people we chose at random and s/he is not telling me who is coming to be interviewed.

We will give the inmates the results of this research. And, we will give the results to the staff and administration.

We hope that the results will make it easier for you to get the things you need to know.

Any questions about this project?

5. Sources of information are <u>where</u> you go or <u>who</u> you go to -- to find out about things.

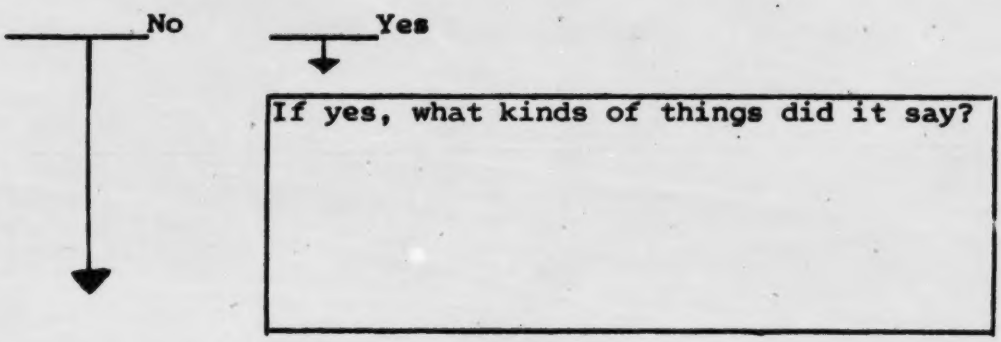
   When you first got here, the classification officers or the people in security told you how to act or they gave you a rule book.

   And the other inmates gave you information on how to act too.

   Which was the best source of information on how to act when you first got here?

   _____Inmates
   _____Security, classification
   _____Other (explain)_____
   _____
   _____

6. Did you get a copy of the rule book or conduct book to read?



7. Where else around here do you go for information, for things that you need to know?

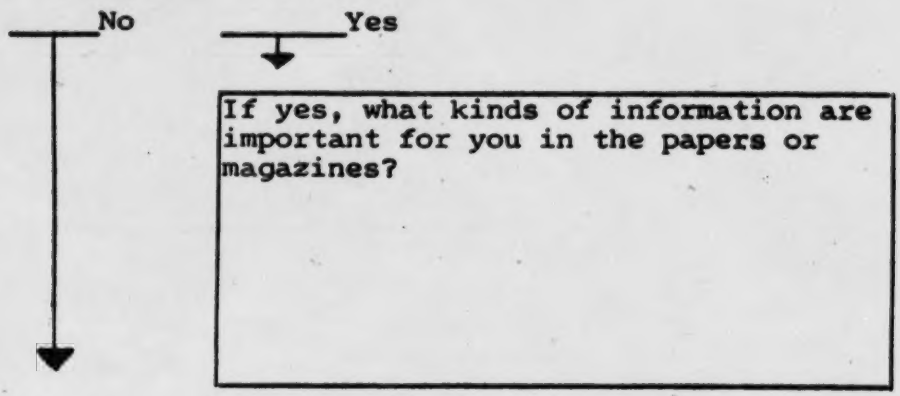
8. Where do <u>other people</u> go to find out about things you need to know on a day to day basis?

9. Besides the (inmates/officers/other) which of the other sources of information around here is most helpful?

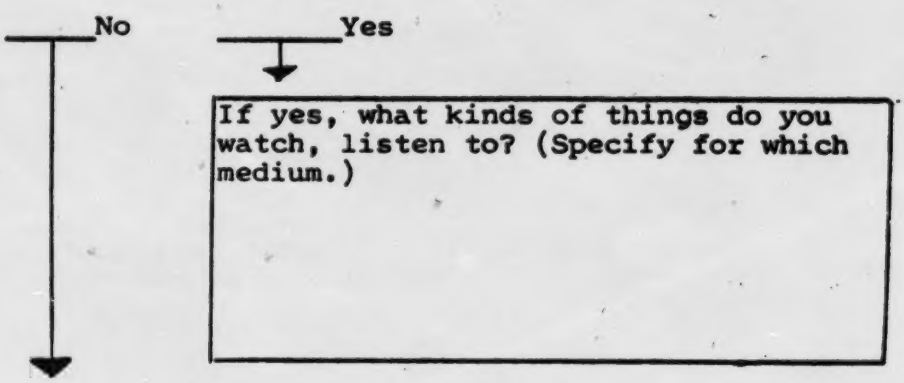
10. How are they helpful?

11. Now I'd like to ask about some of the other sources of information around here.

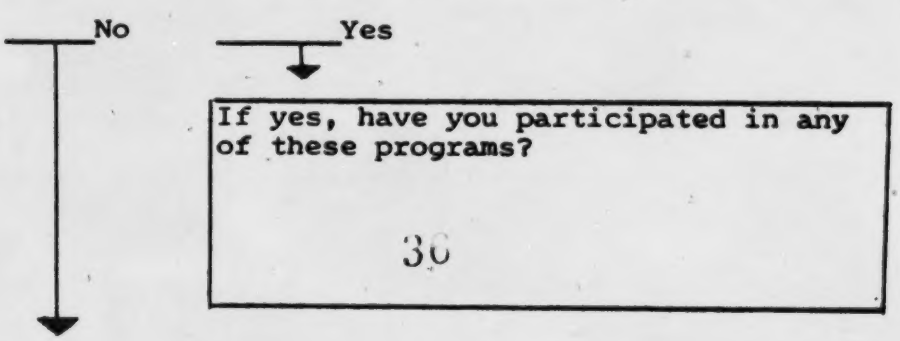
While you've been in prison, have you read any newspapers or magazines?



12. How about radio, TV or film? Have you seen or heard them while you've been here?



13. Are there any kinds of self help inmate programs here like SANDS or 7 Steps or AA or JC's ?



14. What kinds of important information (could or did) these self-help programs provide?

15. Have you participated in any classes here like reading programs or GED?

_____No _____Yes

If yes, which classes have you taken?
15a.

What kinds of information did you get that was important?
15aa.

If no, do you think that the information in those classes might be interesting or important for you?
15b.

____No ____Yes

Why is that?
15bb.

16. Have you ever seen a social worker or counselor here?

_____No _____Yes

17. What kinds of information (have been/could be) important or helpful that you get from your social worker?

18. Is there a library here?

_____No _____Yes

18a. If yes, where is it located?

18b. Have you ever been to the library?

___No ___Yes

18c. If yes, how many times did you go last month? or during an average month? _____

18d. If yes, what kinds of materials did you use there?

18e. Did you look for anything that you couldn't find there:

___No ___Yes (Explain what it was)

_____

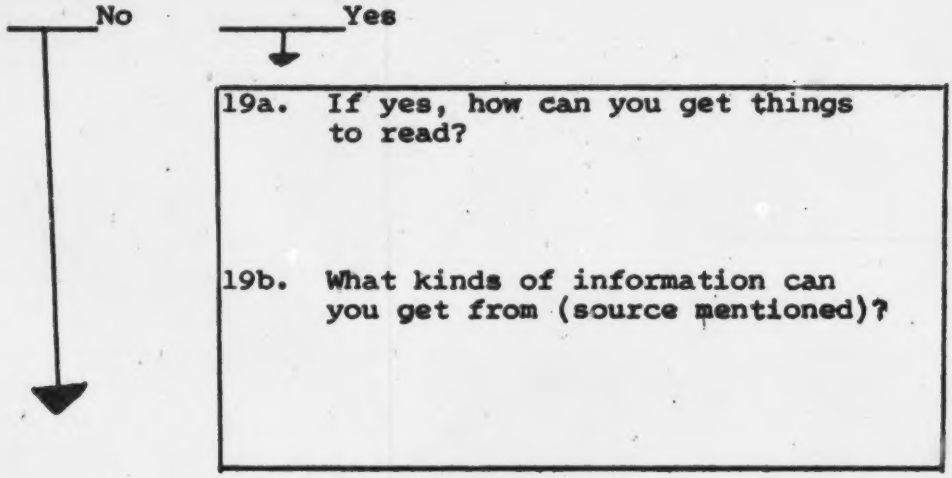
18f. Did you check out any materials?

___No ___Yes

If yes, how did you go about returning them? Any difficulties?

18g. What are the rules around here for how and when you can use the library?

19. Can you get books and other things to read from places in here other than the library?



20. How do you go about staying in touch with the outside?

21. What's the most important information you need to get from the outside?

22. Supposing there was something important on the outside that people needed to contact you about. How easy is it to get information in to you about important things?

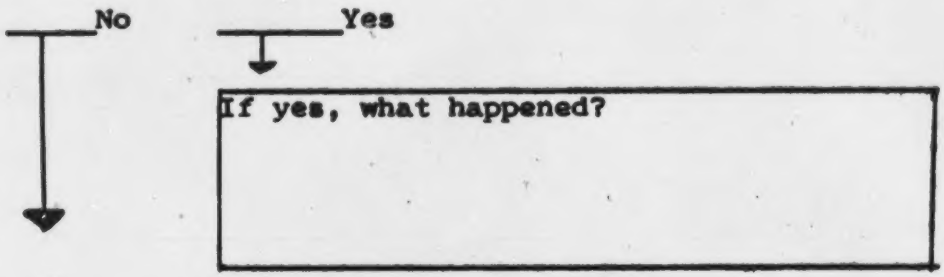
_____fairly easy

_____neither easy nor difficult

_____fairly difficult

34.

23. Has anyone ever tried to get important information in to you and couldn't?



24. What kinds of important things are there outside that you need to know about?

25. You just said that it was important for you to know about_____.

If you needed to do something about that, how would you go about it? (Give example, if necessary.)

26. Is there a prison newsletter here?

_____No _____Yes

26a. If yes, what is in it that is important for you to know about?

26b. Is this newsletter published by inmates?

___No ___Yes

26c. Could you contribute to the newsletter if you want to?

___No ___Yes

26d. What do you think about a newsletter being published by inmates (as opposed to prison staff). Why is this important or helpful?

27. Have you seen a lawyer or a legal counselor since you've been here?

_____No _____Yes

28. What kinds of information do you get (have you gotten) from lawyers that is important or helpful?

29. If you wanted to know something about your rights or some other kind of legal information, and you couldn't see a lawyer, how would you go about finding it?

30. What kind of information do you get from other inmates (from the inmate grapevine)?

31. What's the most important information you get from other inmates?

32. How do you know if you can believe everything you hear on the grapevine? (How to check it out?)

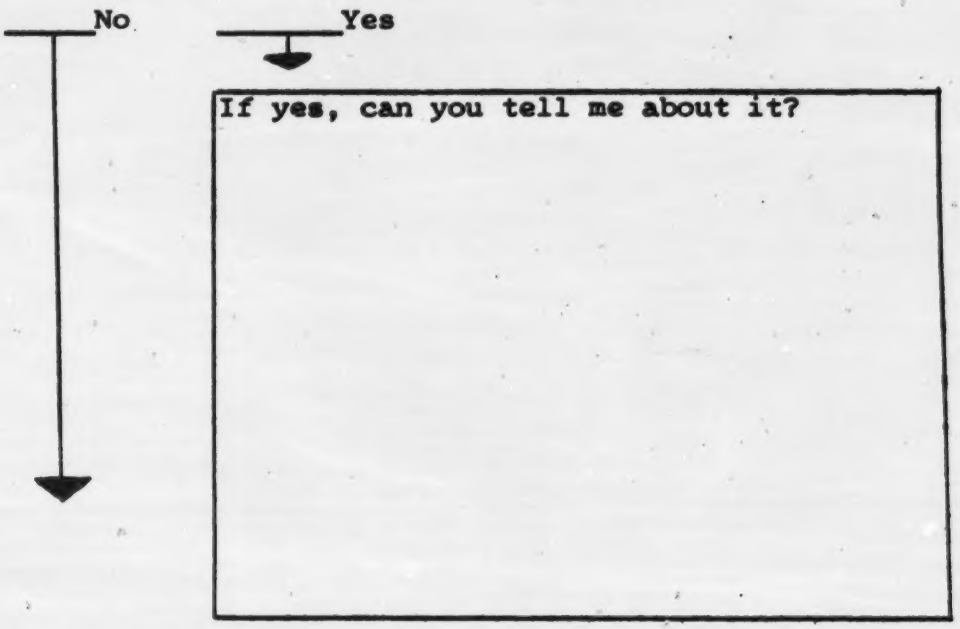
33. Have you ever tried to find out about your case?

_____No _____Yes

34. What kinds of things do you need to know about your case (whether or not you actually know them now)?

35. Have you ever wanted to find out about something (else) around here and <u>not</u> been able to?

_____No _____Yes



38.

36. We've been talking about some of the things the prison system provides inmates, some of the things the prison thinks you might need to know.

Now I'd like to ask you about the things you need to know about -- whether they are available here or not.

What kinds of things to you think are important to know about?

37. Any other kinds of information that would be helpful to you or to people who are important to you?

39.

38. Is there any place you can go to now to get information about this?

_____No _____Yes

If yes, where is that?

39. What kinds of information were important to you on the outside that are not available to you now?

40. Which of the following is most important for you to know about? (What is the <u>one</u> most important?)

A. Legal information, information about your case, or about your rights.

B. Information about getting yourself together, psychology or education.

C. Information to help people on the outside like help for your kids or welfare.

D. Medical information about treatment or drugs.

E. Information about jobs, working,money,benefits.

Give letter: _____Most important (give only one)

_____Next important

F. If other (explain)_____

41. I have just a few more questions.

How old are you?_____

42. When did you start to do time?

Month_____ Year_____

43. How much time have you done so far?

Month_____ Year_____

44. When do you expect to get out?

Month_____ Year_____

45. So how much more time do you have to serve?

Months_____ Years_____

46. What is your present marital status?

_____Single

_____Married

_____Divorced

_____Widow(er)

47. Do you have any children?

_____No _____Yes

If yes, how many children do you have? _____

48. Before you came in, how many grades in school had you completed?

_____Grades

49. These are all the questions I have; are there any questions you have or comments you'd like to make?

Anything that I should have asked you about information around here that I didn't?

50. Time at end of interview_____.

51. Interviewer comments:

52. Check one:

_____C

_____N

_____O

APPENDIX B - TABLES

APPENDIX B - TABLES

TABLE I: NUMBER VISITS TO LIBRARY*

	INSTITUTION							
	MRDCC	MD.PEN	MCI-H	MCTC-H	MHC	MCCC	MCI-W	TOTAL
Less than three per month	53%	26%	59%	44%	63%	44%	58%	49%
Once or twice a week	40%	26%	25%	23%	27%	44%	21%	27%
More than twice a week	7%	48%	16%	33%	10%	12%	21%	24%
	100%	100%	100%	100%	100%	100%	100%	100%

*percentagized within institution

APPENDIX B - TABLES

TABLE II: TYPE OF INFORMATION DESIRED FROM OUTSIDE (QUESTION 24)*

	INSTITUTION							
	MRDCC	MD.PEN	MCI-H	MCTC-H	MHC	MCCC	MCI-W	TOTAL
Family (e.g. news, finances)	64%	52%	50%	76%	68%	62%	50%	62%
Legal information (about case on criminal law)	28%	39%	33%	13%	14%	12%	33%	23%
Jobs (and job training	8%	9%	17%	11%	18%	26%	17%	15%
	100%	100%	100%	100%	100%	100%	100%	100%

*percentagized within institution

A P P E N D I X C - DATA SUMMARY

DATA SUMMARY

CARD/COLUMN		QUESTION # & # RESPONSES	
1	1		Deck (Card) Number
			Code 1
1	2-4	Q # 1	ID Number (in red on front page of interview) 001 - thru about 400
1	5	Q # 2	Location (in red-just after ID on front page)
		41	1. Reception (Diagnostic) - Baltimore
		50	2. Pen (Baltimore)
		51	3. MCI-Hagerstown
		56	4. MCTC-Hagerstown
		34	5. MHC-Jessup
		38	6. MCCC-Jessup
		30	7. MCI-W - Jessup
1	6	Q # 3	Q5. Which was the best source of information on how to act when you first got here?
		170	1. Inmates
		59	2. Security, classification
		7	3. Rule book
		32	4. Self
Make Card		28	8. Other
		4	9. Missing Data (MD)
1	7	Q # 4	Q6. Did you get a copy of the rule book or conduct book to read?
		97	1. No
		201	2. Yes
		2	9. MD
1	8	Q # 5	Q6a. If yes, what kinds of things did it say?
		22	1. Don't remember -- didn't read
		128	2. Rules - Do's and don'ts
		2	3. Punishments - Discipline
		8	4. Resources availability, i.e. counselors, libraries
		8	5. Description of institution
		24	6. Criticism of rule book - outdated
		7	7. Rules are arbitrary (criticism of rules per se)
Make Card		10	8. Other
		95	9. MD
1	9	Q # 6	Q6a. Second mention - use same code as above

CARD/COLUMN		QUESTION # & # RESPONSES	
1	10-11	Q # 7	Q7. Where else around here do you go for information for things that you need to know?
		97	01. Classification counselor
		3	02. Shop officer, work supervisor
		3	03. Bulletin Board
		3	04. Radio, TV, media
		9	05. Library (includes law library) or books
		66	06. Other inmates (in yard) older inmates
		5	07. Asst.Warden, Administration
		4	08. Chaplain, minister, moslem leader
		27	09. Guards,officer on tier, traffic
		5	10. Self
		13	11. Civilian workers,social worker,teacher, psychologist, or release counselor
		--	12. Lawyer, legal aid
		4	13. Via phone, mail, people on outside
		1	14. Relatives, visitors from outside
		5	15. Concerned guards, officials
		28	16. No one, difficulty, no good source
		4	17. Depends
		23	99. MD, NA
1	12-13	Q # 8	Q8. Where do other people go to find out about things you need to know on a day to day basis? Use same codes for mentions in Q7.
1	14-15	Q # 9	Q9. Besides the inmates/officers/other which of the other sources of information around here is most helpful? Use same codes for mentions in Q7.
1	16	Q # 10	Q10.How are they helpful?
		20	1. Let know about outside -- about jobs -- families
		40	2. Let know about inside -- transfers -- how to cope
		9	3. Get things - material objects
		29	4. Let know what's going on - NA where help or explanation of case (appeal,parole assistance)
		14	5. Interpretation
		10	6. Only source of info
		19	7. Intervene for you with inside programs
Make Card		37	8. Other
		122	9. MD
1	17	Q # 11	Q11.While you've been in prison, have you read any newspapers or magazines?
		27	1. No
		271	2. Yes
		1	9. MD

CARD/COLUMN		QUESTION # & # RESPONSES	
1	18-19	Q # 12	Q11a. If yes, what kinds of information are important for you in the papers or magazines?
		37	01. Happenings on street-contact with reality, local news
		76	02. Politics - current events - news in general
		30	03. Law - new laws - crime legislation
		9	04. Local News
		20	05. National - world events
		25	06. Pass-the-time -- hobbies, enjoyment -- sports news
		13	07. Criticism of distribution of magazine; censorship
		27	08. Ethnic culture mag. - "Black"
		7	09. Art - re: prison; jail conditions -- not legislation
		10	10. Art: re: crime
Make Card		21	88. Other
		6	98. Not applicable
		19	99. MD - no answer to Q11
1	20-21	Q # 13	Q11a. Second mention - use same code as first mention.
1	22	Q # 14	Q12. How about radio, TV or film: Have you seen or heard them while you've been here?
		17	1. No
		281	2. Yes
		2	9. MD
1	23-24	Q # 15	Q12a. If yes, what kinds of things to you watch, listen to? (Specify for which medium.) -- Radio
		3	01. Church service
		44	02. News WBTZ
		13	03. Talk show WHUR
		89	04. Music, entertainment
		5	05. Soul program
		4	06. Sports news - program
		1	07. Counseling programs
		34	08. Call letters
Make Card		15	88. Other
		47	98. Inapplicable
		45	99. MD

CARD/COLUMN		QUESTION # & # RESPONSES	
1	25-26	Q # 16	Q12a. Continued -- Medium -- T.V.
		40	01. News - local
		50	02. Comedy
		15	03. Sports
		26	04. National news
		20	05. No choice - whatever is on
		7	06. Educational programs
		3	07. Detective program
Make Card		7	88. Other
		68	98. Inapplicable
		63	99. MD
1	27-28	Q # 17	Q12c. Continued -- Medium -- Films
		69	01. Comedy--entertainment;whatever they show
		6	02. Ed. (Dope)
		2	03. No films
		8	04. Not recent
		7	05. Special old movie
		10	06. Scheduling problems
		36	07. Criticism
Make Card		14	88. Other
		68	98. Inapplicable
		80	99. MD
1	29	Q # 18	Q13. Are there any kinds of self help inmate programs here like SANDS or 7 Steps or AA or JC's?
		51	1. No
		245	2. Yes
		2	3. I don't know
		2	9. MD
1	30	Q # 19	Q13a. If yes, have you participated in any of these programs?
		151	1. No
		101	2. Yes
		47	9. NA
1	31-32	Q # 20	Q 14. What kinds of important information (could or did) these self help programs provide?
		28	01. Don't know - didn't participate
		40	02. Nothing
		12	03. Informs outside people - community affairs; preventive - community correction
		64	04. Therapy
		11	05. Helps parole--find out about parole procedures
		14	06. Keeps mind occupied
		5	07. Music participation
		6	08. Spiritual information
		18	09. Criticism of information provided
		12	10. Not relevant for me because for special groups
		8	11. Encourages inmates to help each other.

CARD/COLUMN		QUESTION # & # RESPONSES	
1	31-32	Q # 20(cont'd)	Q14. What kinds of important information (could or did) these self-help programs provide?
Make Card		19	88. Other
		63	99. MD
1	33	Q # 21	Q15. Have you participated in any classes here like reading programs or GED?
		152	1. No
		143	2. Yes
		5	9. MD
1	34	Q # 22	Q15a. If yes, which classes have you taken?
		18	1. Shop-vocational
		2	2. Art
		78	3. GED
		24	4. College
		13	5. Reading programs
Make Card		10	8. Other
		155	9. MD, NA
1	35	Q # 23	Q15aa. What kinds of information did you get that was important?
		35	1. GED or degree (necessary for further education)
		40	2. General knowledge
		23	3. Skills - vocational
		8	4. Interpersonal skills
		14	5. None
		8	6. Help with rehabilitation
Make Card		8	8. Other
		164	9. MD, NA
1	36	Q # 24	Q15b. If no, do you think that the information in those classes might be interesting or important for you?
		58	1. No
		101	2. Yes
		3	3. Not sure
		138	9. MD, NA
1	37	Q # 25	Q15bb. Why is that?
		16	1. Needs H.S. diploma, etc.
		13	2. Needs skill
		44	3. Learn something -- interested in school -- anything (self-improvement)
		13	4. Helps rehabilitation
		18	5. Don't need because already have ed. degree
		16	6. Not interested; on way out; already have GED; criticism of classes.

CARD/COLUMN	QUESTION # & # RESPONSES	
1 37	Q # 25(cont'd)Q15bb. Why is that?	
Make Card	28	8. Other
	152	9. MD
1 38	Q # 26	Q16. Have you ever seen a social worker or counselor here:
	87	1. No
	206	2. Yes
	7	3. MD
1 39	Q # 27	Q17. What kinds of information (have been/could be) important or helpful that you get from your social worker?
	119	1. Nothing -- can't give information -- poor source of information
	22	2. Can help on new programs, getting into classes
	52	3. Information on getting out -- transfer, parole
	14	4. Learn about self (therapy)
	7	5. New rules, keeping out of trouble, survival
	14	6. Help with family
	10	7. Information regarding outside jobs
Make Card	20	8. Other
	42	9. MD, NA
1 40	Q # 28	Q18. Is there a library here?
	5	1. No
	288	2. Yes
	7	9. MD
1 41	Q # 29	Q18a. If yes, where is it located?
	275	1. Knows location
	6	2. Doesn't know location
		3. Don't know, can't find it
	19	9. MD, NA
1 42	Q # 30	Q18b. Have you ever been to the library?
	44	1. No
	244	2. Yes
	12	9. MD, NA

CARD/COLUMN		QUESTION # & # RESPONSES	
1	43	Q # 31	Q18c. If yes, how many times did you go last month or during an average month?
		32	1. Never
		88	2. 1 - 3 times
		48	3. 4 - 6 times
		19	4. 7 - 9 times
		8	5. 10 - 12 times
		4	6. 13 - 15 times
		24	7. 15 - 30 times/daily
		22	8. Daily, plus
		54	9. MD, NA
1	44-45	Q # 32	Q18d. If yes, what kinds of materials did you use there?
		24	01. Dictionary, reference
		47	02. Fiction, literature
		16	03. Law books, perodicals
		6	04. Hobbies, mechanical/technical information
		1	05. Biography
		56	06. (History-politics-philosophy) general academic
		14	07. Unspecified books
		23	08. Magazines, periodicals
		8	09. Religion
		8	10. Music or books on music
		10	11. Ethnic
Make Card		12	88. Other
		75	99. MD
1	46-47	Q # 33	Q18d. Second mention Use same code as for first mention
1	48	Q # 34	Q18e. Did you look for anything that you couldn't find there?
		78	1. No
		167	2. Yes
		55	9. MD, NA
1	49-50	Q # 35	Q18ee. Yes (Explain what it was)
		18	01. Poetry, classic literature
		10	02. Reference book
		18	03. Black culture
		41	04. Law books(up-to-date)
		1	05. Current periodicals
		26	06. Books for school courses, general academic
		8	07. Current fiction
		5	08. Hobbies
		5	09. Music
		6	10. Political Information
Make Card		21	88. Other
		141	99. MD

CARD/COLUMN		QUESTION # & # RESPONSES	
1	51-52	Q # 36	Q18ee. Second mention Use same code as for first mention
1	53	Q # 37	Q18f. Did you check out any materials?
		64	1. No
		182	2. Yes
		54	9. MD
1	54	Q # 38	Q18ff. If yes, how did you go about returning them.
		20	1. On way to shower
		116	2. Bring back, no difficulty
		1	3. Put on cart
Make Card		10	8. Other
		153	9. MD
1	55	Q # 39	Q18fff. Any difficulties about returning them?
		150	1. None
		2	2. Not enough time
		7	3. Can't get back (library closed)
		1	4. Other people take
		1	5. No assistance
Make Card		6	8. Other
		133	9. MD, NA
1	56	Q # 40	Q18g. What are the rules around here for how and when you can use the library?
		143	1. Time periods
		20	2. Have to have pass
		17	3. Special privileges -- school student (during school hours)
		1	4. Have to be without demerits
		4	5. Limit to number of inmates at one time
		5	6. Limit number hours
		4	7. When escort officer available
Make Card		21	8. Other
		85	9. Didn't know of any rules
1	57	Q # 41	Q19. Can you get books and other things to read from places in here other than the library?
		36	1. No
		257	2. Yes
		1	9. MD

CARD/COLUMN	QUESTION # & # RESPONSES	
1 58	Q # 42	Q19a. If yes, how can you get things to read?
	92	1. Loan system - from other inmates
	16	2. (Sneak in) from visitors; from family
	58	3. Subscription - direct order
	19	4. Other inmates - trading
	3	5. From chaplain
	-	6. Out-of-trash
	56	7. Bookmobile
Make Card	14	8. Other
	42	9. MD
1 59	Q # 43	Q19b. What kinds of information can you get from (source mentioned)?
	14	1. Law
	82	2. Anything
	7	3. Pornography
	14	4. News
	4	5. How to books, hobby
	58	6. Books not in library; general mentions-reading
	9	7. Political information (underground)
Make Card	24	8. Other
	87	9. MD
1 60-61	Q # 44	Q20. How do you go about staying in touch with the outside?
	109	01. By letters, mail
	24	02. Visits, visitors
	8	03. Don't stay in touch
	-	04. Mentions censorship
	3	05. Inmates - coming in and going out
	-	06. Guards, officers
	5	07. Newspapers, magazines
	1	08. T.V., radio
	6	09. Phone calls
	2	10. Outside projects - involvement with program
	135	11. Phone, mail, visits (multiple mention)
Make Card	5	88. Other
	2	99. MD
1 62-63	Q # 45	Q21. What's the most important information you need to get from the outside?
	160	01. Family, children
	52	02. Legal, court date, information from lawyer, disposition of his own case (how to get out)
	31	03. Condition of those outside (NA whether family)(in society)
	9	04. Don't need any information
	10	05. Legal charges, law materials, legislation--NA whether his case

CARD/COLUMN		QUESTION # & # RESPONSES	
1	62-63	Q # 45(cont'd)	Q21. What's the most important information you need to get from the outside?
		1	06. Literature -- reading material
		3	07. Information on getting in rehabilitation program/work release program
		1	08. Special books, i.e. college books for course; correspondence courses
		-	09. Sports
		3	10. Refuses to say
		15	11. Re: jobs
Make Card		9	88. Other
			98. Question was not asked (use only for coding 24)
		6	99. MD
1	64-65	Q # 46	Q21. Second mention. (Use same code as for first mention)

DECK 2

2	1	Deck 2	
2	2-4	Q # 47	ID # of Inmate
2	5	Q # 48	Location (see code for institution)
2	6	Q # 49	Q22. Supposing there was something important on the outside that people needed to contact you about. How easy is it to get information in to you about important things?
		136	1. Fairly easy
		52	2. Neither easy nor difficult
		81	3. Fairly difficult
		20	4. Depends on what kind of information
		-	5. Easy if you know how.
		11	9. MD (If comments on this question please make card with complete quote.)
2	7	Q # 50	Q23. Has anyone ever tried to get important information to you and couldn't
		219	1. No
		76	2. Yes
		5	9. MD

CARD/COLUMN	QUESTION # & # RESPONSES	
2 8	Q # 51	Q23a. If yes, what happened?
	10	1. Had to wait long period
	11	2. Mail badly processed in prison (letters sent back), mail didn't get through
	22	3. Failure of official to pass on information, i.e. (parents not informed of trial date); (delays);(messages not taken)
	3	4. Prison told someone outside that he/she (inmate) was not at prison
	9	5. Couldn't see visitors (NA why not) (not informed that visitors were there)
	5	6. No one available to pass on information
Make Card	11	8. Other
	229	9. MD
2 9-10	Q # 52	Q24. What kinds of important things are there outside that you need to know about?
	119	01. Family, children; family finances
	31	02. Legal, court date, disposition of <u>his own case</u>
	25	03. Condition of those outside (not certain whether family)
	8	04. Don't need information
	12	05. Legal changes in general, legislation, law materials, not certain whether for his own case
	1	06. Literature - reading material
	7	07. Information on how to get in rehabilitation program/work release program
	2	08. Special books
	-	09. Sports
	-	10. Refuses
	22	11. Job Information
Make Card	26	88. Other
	25	98. Question not asked (use only for coding 24)
	22	99.
2 11-12	Q # 53	Q25. You just said that it was important for you to know about_____
		Use code for Q24, to code this information.
2 13	Q # 54	Q25a. If you needed to do something about that, how would you go about it? (Give example, if necessary.)
	18	1. See own lawyer, legal aid
	75	2. Contact family, letters, visits, etc.
	6	3. Use library, law library
	48	4. Letters or phone calls for direct information

CARD/COLUMN		QUESTION # & # RESPONSES	
2	13	Q # 54(cont'd)	Q25a. If you needed to do something about that, how would you go about it? (Give example, if necessary) (Code only first mention.)
		36	5. Classification officer, guards, through ministrative system
		11	6. Social worker, course instructor, priest or release counselor
		24	7. Difficult; can't;no one can help
Make Card		20	8. Other
		44	9. MD
2	14	Q # 55	Q25a. If you needed to do somthing about that, how would you go about it? (Give example, if necessary) Second mention - use same code as above.
2	15	Q # 56	Q26. Is there a prison newsletter here?
		142	1. No
		143	2. Yes
		15	9. MD
2	16	Q # 57	Q26a. If yes, what is in it that is important for you to know about?
		64	1. Institutional matters (administration; rules) NA who from
		3	2. Educational programs (when and where)
		49	3. Nothing ("no")
		0	4. Articles from other institutions
		2	5. Articles on sports, entertainment
		7	6. Articles about inmate performances (jazz performances)
Make Card		7	8. Other
		168	9. MD, Inapplicable
2	17	Q # 58	Q26a. Is this newsletter published by inmates?
		9	1. No
		111	2. Yes
		15	3. Censored
		165	9. NA (checked no on Q26); MD
2	18	Q # 59	Q26c. Could you contribute to the newsletter if want to?
		14	1. No
		112	2. Yes
		174	9. NA (there is no newspaper: checked no on Q 26.) or MD
2	19-20	Q # 60	Q26d. What do you think about a newsletter being published by inmates (as opposed to prison staff)?
		6	01. Important to let people know that prisoners are people too
		7	02. Different groups publish own letters

CARD/COLUMN	QUESTION # & # RESPONSES	
2 19-20	Q # 60(Cont'd)Q26d.	What do you think about a newsletter being published by inmates (as opposed to prison staff). Why is this important or helpful?
	7	03. Could air grievances (investigate problems)
	17	04. Acts as liaison between inmates and administration
	5	05. Could inform prisoners about new laws; their rights
	2	06. Let inmates know about institutional changes
	3	07. "No comment"
	31	08. That would be good - or positive general reaction to idea without particulars of why
	12	09. Would always be censored by administration
	23	10. Negative comment about present newsletter (irrelevant; don't write about problems; censored) write only about sports - need expanded coverage
Make Card	15	88. Other
	172	99. MD
2 21	Q # 61	Q27. Have you seen a lawyer or a legal counselor since you've been here?
	157	1. No
	140	2. Yes
	3	9. MD
2 22	Q # 62	Q28. What kinds of information do you get (have you gotten) from lawyers that is important or helpful?
	113	1. About appeal - case - the law - bail - parole
	4	2. About personal life - family
	114	3. "Haven't gotten any that is helpful."
	1	4. Religious rights
	17	5. Rights in institution (suit against institution) incident with administration
	-	6. None - also comments about lawyer not doing his job, not being helpful
Make Card	8	8. Other
	43	9. MD

CARD/COLUMN	QUESTION # & # RESPONSES	
2 23-24	Q # 63 Q29.	If you wanted to know something about your rights or some other kind of legal information, and you couldn't see a lawyer, how would you go about finding it?
	First Mention	
	67	01. See (write to) legal counselor, legal aid, law student
	28	02. Ask inmates (not specific)
	24	03. Social worker
	55	04. Law library or library (in prison)
	40	05. Inmates with special knowledge - "long time inmates"
	14	06. Someone from outside - family (have them look it up)
	2	07. Own best source
	9	08. Write to judge
	4	09. Write to outside library
	11	10. Have family get in touch with lawyer. Send letter to lawyer (doesn't answer, avoids by referring back to lawyer)
	16	11. No way, impossible, can't do it
Make Card	23	88. Other
	7	99. MD
2 25-26	Q # 64 Q29.	Second mention (Use same code as for first mention)
2 27-28	Q # 65 Q30.	What kind of information do you get from other inmates (from the inmate grapevine)?
	28	01. Administration policies, institutional policies, changes in rules
	10	02. Available contraband
	17	03. New laws - legislation
	3	04. Who to be with - who to avoid - how to survive - where not to be
	0	05. Won't say - refuses to answer
	47	06. What's going on in prison among inmates - news of daily occurrences
	17	07. Depends on what you want to hear - anything
	37	08. Can't rely on grapevine - too many rumors
	8	09. Outside news (i.e. about crime)
	5	10. Information about other institutions - advice on transferring
	7	11. Information about what's happening to other prisoners
	63	12. Gossip - NA what kind
	2	13. Religion
	2	14. Prisoner solidarity
	25	15. Information relevant to own case-"how to file appeal" - legal information - NA what kind
Make Card	15	88. Other
	14	99. MD

CARD/COLUMN		QUESTION # & # RESPONSES	
2	29-30	Q # 66	Q31. What's the most important information you get from other inmates? Use same code as for Q30.
2	31-32	Q # 67	Q32. How do you know if you can believe everything you hear on the grapevine? (How to check it out?)
		49	01. Just watch - find out for yourself (NA how)
		21	02. Check out with others (outside sources - lawyers - books)
		15	03. Test out to see results (test - retest)
		59	04. No way - you just have to use discretion - self-judgment
		61	05. Never believe it until you see it
		18	06. Credibility of source
		2	07. Easier to believe than guards
		26	08. Check out with credible reliable source
		13	09. Check with guards, classification officer, administration, check directly or indirectly
		5	10. Check out corroborating information
Make Card		6	88. Other
		25	99. MD
2	33	Q # 68	Q33. Have you ever tried to find out about your case?
		80	1. No
		217	2. Yes
		3	9. MD
2	34-35	Q # 69	Q34. What kinds of things do you need to know about your case (whether or not you actually know them now)?
		18	01. When is court date
		36	02. Will sentence be reduced - how to get sentence reduced
		14	03. Parole possibilities
		59	04. Nothing
		5	05. How to file a motion - petition - what papers to file
		11	06. Transcripts
		70	07. Information on why's of case - sentencing, etc.
		16	08. How to file appeal
		10	09. What my lawyer is doing
		6	10. Who was witness
		8	11. Challenge to constitutional or unfair trial
		3	12. Inappropriate
Make Card		17	88. Other
		27	99. MD
2	36	Q # 70	Q35. Have you ever wanted to find out about something (else) around here and not been able to?
		140	1. No
		155	2. Yes
		5	9. MD

CARD/COLUMN		QUESTION # & # RESPONSES	
2	37-38	Q # 71	Q35a. If yes, can you tell me about it?
		5	01. No - refuses to talk about it
		29	02. Case information - legal information
		17	03. Transfer - how to get
		23	04. Institutional changes - how to change food
		8	05. Medical information - hard to get to hospital
		5	06. How to get special visit
		1	07. Tried to find out if grapevine gossip was true-couldn't
		5	08. What's going on in other parts of prison
		5	09. Not able to talk with warden
		1	10. Nothing, nothing important
		7	11. Why prisoner status was changed
		14	12. Possibilities in education programs, release programs, etc.
Make Card		28	88. Other
		152	99. MD
2	39-40		Q35a. Second mention - left out of analysis
2	41-42	Q # 72	Q36. We've been talking about some of the things the prison system provides inmates, some of the things the prison thinks you might need to know. Now I'd like to ask you about the things you need to know about -- whether they are available here or not. What kinds of things do you think are important to know about?
		19	01. Institutional changes
		19	02. How institution is not working
		16	03. How to be self-reliant;self-control;self-knowledge
		4	04. Political Science - Social Science Program
		9	05. School Programs - programs to really help - degree programs
		35	06. Release programs - what to expect after release
		13	07. Regulations of institution
		1	08. Schedule of social workers,classification officer
		4	09. What happened to personal property
		2	10. Community correction programs
		24	11. Parole board policies - what information they have
		13	12. Nothing
		12	13. Everything about outside
		19	14. Family
		14	15. Legislation - new laws
		17	16. Court decisions affecting prison conditions
		3	17. More Literature
		7	18. Better legal materials - legal library
		1	19. Personally present at parole hearing in order to hear reasons
Make Card		40	88. Other
		28	99. MD

CARD/COLUMN		QUESTION # & # RESPONSES		
2	43-44	Q # 73	Q37.	Any other kinds of information that would be helpful to you or to people who are important to you? Use code from Q36.
2	45	Q # 74	Q38.	Is there any place you can go to now to get information about this?
		124		1. No
		107		2. Yes
		69		9. MD
2	46-47	Q # 75	Q38a.	If yes, where is that?
		11		01. Relatives
		44		02. Classification officer, administration, guard, social worker
		6		03. Library, law library
		9		04. Other inmates
		8		05. Lawyer
		1		06. Legal Aid
		4		07. The judge
		4		08. Law students
		2		09. Myself
Make Card		18		88. Other
		193		99. MD
2	48-49	Q # 76	Q39.	What kind of information were important to you on the outside that are not available to you now?
		4		01. Information about money
		8		02. Petitions about case, his rights
		77		03. None, nothing
		5		04. A decent library
		46		05. Telephone
		26		06. Family to contact - information
		19		07. Job information - union dues - job training
		6		08. Community sources, the street
		8		09. Won't say
		2		10. News about political science, politics
		6		11. Sports news
		2		12. About outside people - girls
Make Card		37		88. Other
		54		99. MD
2	50	Q # 77	Q40.	Which of the following is most important for you to know about?(What is the one most important?) Code most important
		111		1. A-Legal information, information about your case, or about your rights.
		55		2. B-Information about getting yourself together, psychology or education.
		67		3. C-Information to help people on the outside like help for your kids or welfare.
		13		4. D-Medical information about treatment or drugs.
		42		5. E-Information about jobs,working,money,benefits.
Make Card		6		8. F-Other
		4		9. G-Missing Data

CARD/COLUMN		QUESTION # & # RESPONSES	
2	51	Q # 78	CODE NEXT IMPORTANT MENTION Same Code as above
2	52-53	Q # 79	Q41. I have just a few more questions. How old are you?_____
		59	01. 15 - 20
		110	02. 21 - 25
		54	03. 26 - 30
		40	04. 31 - 35
		15	05. 36 - 40
		4	06. 41 - 45
		6	07. 46 - 50
		4	08. 51 - 55
		1	09. 56 - 60
		3	10. 61+
		4	99. MD
2	54-55	Q # 80	Q42. When did you start to do time?
		43	01. During 1975
		76	02. During 1974
		57	03. During 1973
		46	04. During 1972
		22	05. During 1971
		12	06. During 1970
		4	07. During 1969
		7	08. During 1968
		4	09. During 1967
		2	10. During 1966
		2	11. During 1965
		20	12. During 1964 - or earlier
		4	99. MD
2	56	Q # 81	Q43. How much time have you done so far?
		66	1. 0 - 6 months
		36	2. 6 - 12 months
		57	3. 1 - 2 years
		15	4. More than 2 years - 3 years
		19	5. More than 3 years - 4 years
		39	6. More than 4 years - 5 years
			7. More than 5 years
		13	9. Missing Data

CARD/COLUMN		QUESTION # & # RESPONSES	
2	57	Q # 82	Q44. When do you expect to get out?
		161	1. 1975-76
		37	2. 1977-78
		21	3. 1978-80
		11	4. 1981-90
		2	5. 1991-2000
		68	9. MD
2	58	Q # 83	Q45. So how much more time do you have to serve?
		82	1. Less than a year
		40	2. 1 - 2
		19	3. 2 - 3
		21	4. 3 - 4
		41	5. 5 - 10
		28	6. 10+
		12	7. Life
		57	9. MD
2	59	Q # 84	Q46. What is your present marital status?
		199	1. Single
		57	2. Married
		21	3. Divorced
		10	4. Widow(er)
		13	9. MD
2	60	Q # 85	Q47. Do you have any children?
		119	1. No
		175	2. Yes
		6	9. MD

CARD/COLUMN		QUESTION # & # RESPONSES	
2	61	Q # 86	Q47a. If yes, how many children do you have?_____
		87	1. One
		75	2. Two
		52	3. Three
		18	4. Four
		14	5. Five +
		54	9. MD
2	62	Q # 87	Q48. Before you came in, how many grades in school had you completed?
		14	1. Less than 6
		62	2. 6 - 8
		106	3. 9 - 10
		39	4. 11 -
		50	5. 12 - high school diploma
		22	6. Beyond high school - some college
		3	7. College degree
		4	9. MD
			Q49. These are all the questions I have, are there any questions you have or comments you'd like to make?
2	63-64	Q # 88	Q49a. Anything that I should have asked you about information around here that I didn't?
		6	01. Brutality, mistreatment of inmates
		14	02. Poor prison conditions (sanitation, living-eating quarters)
		7	03. Need more communications from inside (about what's happening here) to outside; comments about mail, visiting
		16	04. Need more or better library service (better assessment of library needs), more reference books, more support library service
		3	05. Need more information about own case
		19	06. Complaints about administrators, officers (need new warden, educate the officers)
		12	07. Glad for opportunity to talk, to be in research, should be more research
Make Card		22	08. Other
		201	09. MD

CARD/COLUMN		QUESTION # & # RESPONSES	
2	65	Q # 89	Q52. Race
		65	1. C - white
		219	2. N - black
		3	3. O - Chicano, etc.
		13	9. MD